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ABSTRACT

Publications summarized in this annotated bibliography address critical issues on the restructuring of school governance and organization, curriculum reform, and the professionalization of teachers. Included are articles on specific schools and school districts that have made significant progress in their efforts to improve student achievement through systemic change. Other publications address central office issues; shared decisionmaking; collective bargaining; and new roles for teachers, administrators, school boards, parents, and the community. (MLF)

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# CARNEGIE SCHOOLS AND RESTRUCTURING:

# AN ANNOTATED BIBLIOGRAPHY

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December, 1988

To individuals interested in Carnegie Schools and restructuring:

I am pleased to share with you "Carnegie Schools and Restructuring: An Annotated Bibliography". The bibliography summarizes a wide range of recent publications that address critical issues on the restructuring of school governance and organization, curriculum reform, and the professionalization of teachers. Among the many publications listed are articles on specific schools and school districts that have made significant progress in their efforts to improve student achievement through systemic change. There are also publications that address central office issues, shared decision-making, collective bargaining and new roles for teachers, administrators, school boards, parents and the community. This report is not inclusive as new articles and research are emerging daily across the nation.

Currently, there are seven schools in the Commonwealth participating in the Carnegie School Program established under Chapter 727 of 1988. This bibliography, initially developed to serve as a resource to them, can also be available to other schools or districts with a restructuring agenda.

We hope to update the bibliography periodically in order to assist you in identifying the best information on these important issues.

Sincerely,

Harold Raynolds Jr

Harold Raynolds, Jr.
Commissioner

# CARNEGIE SCHOOLS AND RESTRUCTURING:

# AN ANNOTATED BIBLIOGRAPHY

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DECEMBER, 1988

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CARNEGIE SCHOOLS AND RESTRUCTURING: ANNOTATED BIBLIOGRAPHY

I. SCHOOL SYSTEMS: CURRENT PROJECTS

A. CARNEGIE SCHOOLS

1. General articles

a. "The Carnegie Report: A Call for Redesigning the Schools." Marc Tucker, Executive Director of Carnegie Forum on Education and the Economy; David Mandel, Associate Director. Phi Delta Kappan, September, 1986, Pgs. 24-27.

Citing disincentives for teachers and the inefficienies of undifferentiated staffing currently in use, these Carnegie leaders call for the restructuring recommended in A Nation Prepared: Teachers for the 21st Century, published in 1985 by Carnegie. They state that providing teachers with more discretion to determine their working conditions will not only make teaching more appealling as a career as America faces an upcoming teacher shortage but also will improve student learning.

b. "Teacher Empowerment: Is It a Realistic Goal?" Albert Shanker, President of American Federation of Teachers and a member of the Carnegie Task Force. Reprint from Harvard Graduate School of Education Association Bulletin, Summer 1987.

Schools will follow the lead of corporations, which have "restructured" relationships to empower workers, by adopting the slogan "less supervision and more encouragement" for teachers. Professionalization of teaching must include higher standards for teachers and more effective use of of their time on the job, as well as allowing them more latitude in exercising individual judgment about educational matters.

c. "The Adventures of Education in Wonderland: Implementing Education Reform." K. Patricia Cross, HGSE Professor. Phi Delta Kappan, March, 1987, pp. 496-502.

Criticism of first-wave reforms which focused too narrowly on teacher and student assessment points to the need for changes based on "classroom research." Carnegie style restructuring illustrates deep changes in Miami's Dade Community College, which has implications for secondary schools addressing the issue of change in ways of organizing teaching and learning.

2. Specific Schools Using Carnegie-Style Restructuring (in alphabetical order)

a. CINCINNATI, OHIO

-- "Guidelines for Teacher Peer Assistance and Appraisal Program for 1986-87." Tom Mooney, CFT President, November, 1987.

Specifics of teachers evaluating other teachers include role of principal and consulting teachers. Contract language for intervention for teachers "with serious deficiencies in their teaching."

-- "Hopes for a 'Team of Fellow Professionals'." Blake Rodman. Education Week, April 6, 1988, pp. 1, 24+25.

Trust agreements were developed to augment collective bargaining. Brief sketches are given of similar reforms in Pittsburgh, Rochester, and Mounds View, Minnesota, California, and Michigan.

-- "Pursuing Professional Reform in Cincinnati." Susan Moore Johnson, HGSE Professor. A case study for Work in America Institute's national study, "The Teacher: Ally in Educational Reform", to be published early in 1989. Appears in Phi Delta Kappan, June, 1988, pp. 746-751.

From bitter divisiveness to a decision-making team, Cincinnati's union members, school board, central administrators, and community members have created a model of restructured achievement, says Johnson. This article provides an overview as well as specifics of Cincinnati's change, including the use of trust agreements and of professional consultants to help them learn how to negotiate for consensus and problem-solving.

b. DADE COUNTY, MIAMI, FLORIDA

-- "At Pioneering Miami School, the Control Shifts." Muriel Cohen. Boston Globe, May 30, 1988. pp. 1, 24.

In a full-page article on "America's Teachers: Sharing Power," Dade County as well as Rochester, NY, and Hope High School in Providence, RI, are examined. Negative as well as positive aspects make a balanced picture. Specific examples with statements from teachers and administrators.

-- Contract Between the Dade County Public Schools and the United Teachers of Dade: July 1, 1985 - June 30, 1988. 272 pgs. plus supplements listed below.

Master contract, including "professionalization of teaching task force" procedures.

SUPPLEMENTS:

-- "Memorandum of Understanding: Contract Clarification/Implementation." 2 sets.

Waivers Granted To Specific Schools for Team Leaders and other administrative roles for teachers, including description of duties for team leader at a sample school.

-- "Contract Language Which Illustrates Educational Improvements Derived Through the Collective Bargaining Process (A Vital Imperative for Educational Reform)." Roland Rolle, Director of Collective Bargaining, United Teachers of Dade, July 1986.

Excerpts from the labor contract, described as "the results of many years of cooperative joint efforts by the parties utilizing a 'win/win' approach to collective bargaining."

-- "The Sky's the Limit: Dade Ventures Self-Governance." Lynn Olson. Education Week, December 2, 1987. pp. 1, 18-19.

Three-page article on 32 schools in Miami that were given control over budget, staff allocation, and organization of instruction. As part of the experiment, school boards and the unions have waived selected district regulations and contract provisions.

-- "Strategy for DCPS/UTD Professionalization of Teaching Task Force." (Articles from the contract)

Flow charts of school-based management for shared decision-making at specific schools and descriptions of decision-making models.

c. HAMMOND, INDIANA

-- The School Improvement Process: An Explanation of the History and Concept. Dr. David Dickson, Superintendent and Dr. Raymond Golarz, Asst.Supt. for School Improvement.

-- "Case Study of a School Improvement Process in the Hammond, Indiana School District." Jill Casner-Lotto, Work in America Institute, February, 1987.

Central administration and union officials cooperated in developing a plan; anecdotes of teacher reactions; specific school actions; union involvement of HFT Pres. Patrick O'Rourke and members.

-- Contract Excerpts, including Peer Assistance and Review, Consulting Teacher/Intern Relationship, Waivers from the Master Contract.

-- "Expanding the Teacher's Role: Hammond's School School Improvement Process." Jill Casner-Lotto. Phi Delta Kappan, January, 1988. pp. 349-353.

-- "Hammond Experimental School Improvement Project." n.d. AFT document.

Summary of major program features, including Trust Agreement excerpts for teacher peer evaluations, teacher internship and intervention, consulting teacher responsibilities, mentor program, and other facets.

-- "Shared Decision-Making at the School Site: Moving Toward a Professional Model." Interview with Union President Pat O'Rourke. American Educator, Spring, 1987, pp. 10-17, 47.

"Intensive training in communication and group dynamics" for core teachers, significant changes from school-improvement models, effect on teachers, and other factors.

d. TOLEDO, OHIO

-- Supervision, Evaluation, Goal Setting: The Toledo Plan. n.d. 15 pgs.

Evaluations for teachers are outlined, including behavioral performance goals and specific points for probationary and intern teachers.

e. ROCHESTER, NEW YORK

-- Contractual Agreement Between the City School District of Rochester, New York and the Rochester Teachers Association: July 1, 1987-June 30, 1990. Superintendent Peter McWalters and Rochester Teachers Association President Adam Urbanski.

Master contract, including Peer Assistance and Review Board, mentoring for intern teachers and intervention for "tenured teachers who are experiencing severe difficulties."

-- A Region Prepared. Rochester Task Force booklet. November, 1987.

Background of school reform task force, its recommendations for improving education, establishing "professional development sites," and sponsoring groups from business and education.

-- "Rochester Asks Teachers for 'Extra Mile'." Philip Gutis. New York Times, February 18, 1988. pp. 1-2.

A brief overview includes comments by Carnegie President Marc Tucker, descriptions of teacher-as-counselor program, and accounts of cooperation between central administration and union officials.

f. SCARSDALE, NEW YORK

-- Contract Between the Scarsdale Public Schools and the Scarsdale Teachers Association.

Master Contract.

-- Memorandum to Dr. Thomas Sobol, Superintendent of Schools and STA Officers. June 2, 1986.

The Mentor Committee's recommendations for a volunteer teacher mentor program for new teachers, description of the Scarsdale Teacher Institute to train mentor teachers, and a one-page bibliography on innovation, adult education, and mentoring.

g. CERRITOS, CALIFORNIA: "Teachers in Charge: Empowering the Professionals." Joan Sickler, for the Work in America Institute. Phi Delta Kappan, January, 1988. pp. 354-356, 375-377.

"Teachers in a highly participative structure, both in their individual schools and at the district level," have attained control of curriculum and status as school leaders. The California Teachers Association and John Goodlad's UCLA laboratory project are credited.

## B. COALITION OF ESSENTIAL SCHOOLS

### 1. General Articles

a. Coalition of Essential Schools: Prospectus, 1984-1994. Education Department, Brown University. n.d. 14 pgs.

The rationale for the Coalition's imperatives, the nine common principles, project organization, obligations of Coalition schools and staffs appear in concise, clear form.

b. "Creating a Thought-Provoking Curriculum." Grant Wiggins, Director of Research for the Coalition of Essential Schools. American Educator, Winter, 1987, pp. 10-17.

The core of Coalition curriculum for students mastery, including essential questions, seminar tactics, how to get students to ask good questions, teacher-as-coach, student-as-performer.

c. "On Changing Secondary Schools: A Conversation with Ted Sizer." Ron Brandt, Executive Director of the Association for Supervision and Curriculum Development. Educational Leadership, (edition on "Restructuring Schools to Match a Changing Society"), February, 1988, pp. 30-36.

Brown University Education Department Chair and Founder of the Coalition for Essential Schools, Ted Sizer, "insists that high schools can do better by doing less, by concentrating on what is essential to students' intellectual growth. "In this interview, he reports on the principles and progress of the 54 public and private secondary schools now in the Coalition.

d. "Rebuilding: First Steps by the Coalition of Essential Schools." Theodore Sizer, Brown University Chair of the Coalition. Phi Delta Kappan. September, 1986, pp. 38-42.

Repairing schools won't do because "the basic design of high schools and the assumptions that lie behind it are at the heart of the problem." Anonymity of students is one flaw addressed by the Coalition; "covering" the curriculum without mastering it is another. Sizer explains the "essentials" necessary to change these and other shortcomings. Such redesign is urgent, he says, and "this may be the last chance for public education as we know it," unless it is carried forth.

e. "A Report from the Field: The Coalition of Essential Schools." Linda Chion-Kenney. American Educator, Winter, 1987, pp. 18-27.

Nine principles of Coalition schools are explained and illustrated with examples from Walbrook High School in Baltimore, Central Park East School in New York City, and Hope High School in Providence, RI.

f. "Restructuring Secondary Schools." Holly Houston, Coalition staff member. Chapter in Building a Professional Culture in Schools. Ann Lieberman, ed. NY: Teachers College Press, 1988.

From experience with the Coaltion's 54 schools, Houston writes of "some of the critical phases in the process of restructuring schools... organizational, relational, and psychological" factors. The role of school leaders, the scale of the effort, and a system of checks and balances are necessary topics to examine in order to affect the education of young people. Bureaucratic assumptions and allocation of resources are examined.

2. Specific Schools in the Coalition for Essential Schools

a. CENTRAL PARK EAST SCHOOLS, NEW YORK CITY

-- Quality Education in the Inner City: The Story of the Central Park Schools. David Bensmann, Rutgers University, 1987.

Foreword by Ted Sizer. Background, beginning, opposition, process of defining a pedagogy.

-- Central Park East Secondary School: An Alternative Public High School.

Brochure on the purpose, people, place, and promise made by the school to every student.

-- "Central Park East: An Alternative Story." Deborah Meier, Principal and Co-founder. June, 1987, Phi Delta Kappan, pp. 753-757.

The "restructuring" from motivation, to success in East Harlem is viewed.

-- "Success in East Harlem: How One Group of Teachers Built a School That Works." Deborah Meier, principal and Co-founder of Central Park East Schools. Fall 1987 American Educator, pp. 34-39.

The "restructuring" of the Central Park East network of four schools is outlined.

b. HOPE HIGH SCHOOL, PROVIDENCE, Rhode Island

-- The Hope High School Student Handbook. 1987-88.

-- The Hope Essential High School Program. 1987-88.

Statistics and brief descriptions of program elements.

c. WESTBURY HIGH SCHOOL, HOUSTON, TEXAS

-- "Essential Schools." Barbara Burgower. n.d. Magazine of the Houston Post.

The transformation of a Texas high school included teacher resistance and state department reluctance to grant credit for mastery instead of desk time.

C. WEST GERMANY: NETWORK OF 20 SCHOOLS IN COLOGNE & OTHER TOWNS

"Creating a School Community: One Model of How It Can Be Done." Interview with Anne Ratzki, Headmistress of the Koln-Holweide School. American Educator, Spring, 1988. pp. 10-17, 38-43.

Now in its 20th year, this network of thoroughly restructured schools relies on a "team/small-group plan" with teams of students matched to the same teacher team from grades five through ten. Teachers make all instructional decisions, from schedules to curriculum, in-service training, and mentoring. The students academic and social achievements are impressive, such as a 1% dropout rate, compared to 14% nationally, even though their socio-economic mixture is 30% ethnic minorities whose parents' unemployment rate is 25%. Teachers who choose this system praise the collegiality and reduced workload.

D. NATIONAL EDUCATION ASSOCIATION T.A.B.S. PROJECT (TEAM APPROACH TO BETTER SCHOOLS)

Team Approach to Better Schools. Claudia Edwards. 1987.

Brief description of program "to link the national, state, and UniServ structure of the organization to bring about organizational change and to support professional autonomy." Seven southern schools share their plans and six participants comment on their accomplishments.

E. WASHINGTON STATE'S "SCHOOLS FOR THE 21ST CENTURY" PROJECT

-- Senate Bill No. 5479. Legislation signed into law on May 19, 1987.

Specifications for "enhanced teacher preparation standards and a pilot school program" proposed by Governor Booth Gardner.

-- Bulletin No. 6-87 Executive Services. Dr. Frank Brouillet, Superintendent of Public Instruction. Memo to "Interested Educators, et al." December 23, 1987.

Procedure for application to Schools for the 21st Century project, 20 schools to be selected; deadline for application March 31, 1988.

ANNOTATED BIBLIOGRAPHY

II. RESTRUCTURING SCHOOLS and EDUCATIONAL REFORM:
GENERAL ARTICLES

A. ASCD UPDATE. "Restructured Schools: Frequently Invoked, Rarely Defined." January, 1988, pp. 1, 6-7.

Using the definition of Michael Cohen, from the National Governors' Association, this article lists six elements common to restructuring efforts. This concise review also addresses motivation for change, incentives, and obstacles.

B. BARTH, Roland, Director of Harvard's Principals' Center. "On Sheep and Goats and School Reform." Phi Delta Kappan, December, 1986, pp. 293-296.

Attacking legislated "lists" for reform, such as minimum pupil competencies, Barth rejects "prescriptions for other people and other people's children." Instead, he praises the Coalition of Essential Schools, The National Writing Project, "the thinking skills movement," and others which recognize the capacity for self help and defining a school's culture.

C. BOLMAN, Lee, HGSE Professor of Organizational Development. "Four Perspectives on Organizational Change." An outline of ideas from Modern Approaches to Understanding and Managing Organizations with Terence Deal. San Francisco: Jossey-Bass, 1984.

Bolman outlines the four models present in the culture of any organization which are applicable to change in schools: structural, human resource, political, and symbolic. Attempting to change one facet without taking the others into account will diminish change-agents' chance for success.

D. BOYD, William L. "Public Education's Last Hurrah? Schizo phrenia, Amnesia, and Ignorance in School Politics." Educational Evaluation and Policy Analysis. Summer, 1987, pp. 85-100, including 4-pg. bibliography.

"Success in the current reform movement is critical because support for American public schools is endangered by demographic and value shifts. However, reformers have been handicapped by an inadequate understanding of the politics and organizational character of schools. Consequently, their reform strategies often are incongruent with the realities of changing schools." This paper examines these propositions and outlines an approach for achieving more realistic and promising strategies for reinvigorating public schools.

E. BREININ, Charles, a public school teacher. "A Complaint and a Prediction." Phi Delta Kappan, September, 1987, pp. 17-18.

A refreshing short article, from a teacher's perspective criticizes the endless waves of analysis and advice from those who not only do not know much about schools, but may also be the ones who cause many of the problems--empire-building schools of education, ambitious politicians etc.

F. CHUBB, John E., a Brookings Institute analyst. "Why the Current Wave of School Reform Will Fail." The Public Interest, March, 1988. pp. 28-49.

"The reforms that may be the most promising are...the ones least likely to be adopted," because "significant gains in student achievement may well require basic changes in the way schools are governed and organized." In a thorough review, Chubb advocates programs which take into account the environment by which schools are shaped as well as internal structures of leadership, the powerful influence of parents, the need for autonomy for each school, and many other factors.

G. COHEN, Michael. "Restructuring the Education System: Agenda for the '90s." National Governors' Association, Center for Policy Research. Draft IV of paper. August, 1987.

This draft for the Restructuring the Schools Project of the NGA aims at creating a context for Carnegie-style reforms by addressing background issues: why restructuring is an "urgent task"; "what structural features of schools are most important to change"; "what new roles and responsibilities need to be assumed at levels of the school building, schol district, and state..." The recommendations are comprehensive and reflect a thorough grasp of recent research emphasizing such factors as greater student choice, the need for school boards to relinquish central control of many issues, and for state departments to update their practices for serving the schools.

H. COMBS, Arthur, past President of ASCD. "New Assumptions for Educational Reform." Educational Leadership, Restructuring edition, February, 1988. pp. 38-40.

Reforms have failed because they "concentrate on things rather than people," are based on only "partly right assumptions," and were "laid-on solutions," not homegrown. Six new assumptions are offered, from emphasizing process rather than "preconceived outcomes," to developing ways to encourage innovation without turning people off.

I. COMER, James P., M.D. "Improving the Quality and Continuity of Relationships in Two Inner-City Schools." Journal of the American Academy of Child Psychiatry, Summer, 1976, pp. 535-545.

Yale scholar Comer describes a model program to restructure relationships among parents, students, and school staff to improve a "chaotic" elementary school. Comer says that successful reform requires that such interdependent relationships change. In this study, students were assigned to the same teacher for two years, making a significant improvement in their progress.

J. Comer, James P. "Educating Poor Minority Children" Scientific American, November, 1988, pp. 42-48.

"Our analysis of two New Haven schools suggested that they key to academic achievement is to promote psychological development in students, which encourages bonding to the school. Doing so requires fostering positive interaction between parents and school staff, a task for which most people are not trained." In this article Comer describes the key components of a successful school improvement program that emphasized interpersonal factors and addressed the "sociocultural misalignment" between poor students' home and school environments.

K. EISNER, Elliot, Stanford Professor at the Center for Advanced Study in the Behavioral Sciences. "The Ecology of School Improvement." Educational Leadership. Restructuring edition, February, 1988, pp. 24-29.

"A study of four high schools--from the perspectives of the teachers and students who occupy them--highlights five interactive dimensions requiring attention": the intentions or values, structure or organizational framework, curriculum, the pedagogy or means by which the curriculum is delivered, and the evaluation of a school's accomplishment. Eisner points out specific factors that impede school success, such as the impersonal, fragmented quality of schedules and relationships between students and school personnel.

L. GOODLAD, John, author of A Place Called School, and Jeannie Oakes, social scientist for the RAND Corporation and author of Keeping Track: How Schools Structure Inequality. "We Must Offer Equal Access to Knowledge." Educational Leadership, Restructuring issue, February, 1988, pp. 16-22.

Misconceptions about how people learn and about which children can learn at all in our ethnically diverse schools has led us to overlook the potential in most children. These two highly credentialed researchers present evidence that tracking and other common school patterns are no longer valid practices.

M. GLICKMAN, Carl. Unlocking School Reform; Uncertainty as a Condition of Professionalism." Phi Delta Kappan, October, 1987, pp. 120-122.

The need is clear for us to shift to exploring the unknown in school reform and stop trying to control it. This article reviews methods of approach to change--top-down, decentralized, and "democratic."

N. GUTHRIE, James W. Berkeley Professor and Director of PACE--Policy Analysis for California Education. "School-Based Management: The Next Needed Education Reform." Phi Delta Kappan, December, 1986, pp. 305-309.

State legislators can not mandate reform; it must come from the building level, according to solid research. This article addresses the role of the principal as a facilitator, working with school advisory councils to set the school's goals, budgeting, and accountability.

O. HARVEY, Glen and CRANDALL, David P. "A Beginning Look at the What and How of Restructuring: The Regional Laboratory for Educational Improvement of Northeast and Islands for the Maine Department of Educational and Cultural Services Restructuring Schools Project, 1988.

This paper begins with the "why" of restructuring, reviewing the reasons and rationales behind the restructuring movement, then proceeds to describe the "what" of restructuring, portraying images of a restructured school. The authors conclude with a discussion of the "how" of restructuring, providing an overview of the process for achieving a new image of schools and translating that image into practice.

P. HODGKINSON, Harold, American Council on Education Fellow. "The Right Schools for the Right Kids." Educational Leadership. Restructuring edition, February, 1988, pp. 10-14.

"All the national commissions are telling the schools to pick winners, but we need the schools to create winners"--from a population whose diversity and changed nature will shape our institutions. This article is a startling primer on demographics in our schools and in our world, which is currently 82% "minority," or 18% white. Factors of age, fertility, region of the country, race, and economics are rattled off in eye-opening statistics. Poverty more than race predicts student

achievement, for example.

Q. KEARNS, David T, Chairman of Xerox Corporation, co-author with Dennis Doyle of Winning the Brain Race: A Bold Plan to Make Our Schools Competitive, published in May, 1988. "An Education Recovery Plan for America." Phi Delta Kappan, April, 1988, pp. 565-570. Followed by articles assessing the plan, by Larry Cuban, Dale Mann, James Mecklenburger.

A businessman demands change in a six-point plan for "a complete restructuring of the American public education system"--free choice for teachers, parents, and students about which school and which courses to have; restructuring in may ways, including "year-round, universal magnet systems" for every school district with over 2500 students; higher standards and accountability for teachers; higher academic standards for students; values instruction; greater investment in research and development for education.

R. McNEIL, Linda, author of Contradictions of Control: School Structure and School Knowledge, 1986. "Contradictions of Reform." Phi Delta Kappan, March, 1988, pp. 478-485.

This article points out "the dangers of centralized school reforms and their power to create the very mediocrity that they are intended to eliminate." From an in-depth study observing and interviewing in high schools, McNeil criticizes the standardized testing and other measures which discount "the wisdom of teachers," and argues instead for teacher-centered decision-making in matters of curriculum and assessment.

S. MAZZARELLA, Jo Ann. "Longer Day, Longer Year: Will They Make a Difference?" Principal, May, 1984, pp. 14-19.

The author examines "the complex and problematic relationship between time and learning." Can feasible increases in time spent in school produce substantial effects on achievement?" Research suggests that achievement gains from extended schooling will not be dramatic and will be expensive. Instead, making better use of existing time is recommended, with specific examples provided.

T. MURPHY, WEIL, HALLINGER, MITMAN. "School Effectiveness, A Conceptual Framework." Educational Forum, Spring, 1985, pp. 361-374.

In a balanced view of effectiveness research, the authors describe difficulties in "model transference"--some schools derive leadership from principals, while others rely on leadership from teachers.

U. MAEROFF, Gene I., Senior Fellow at the Carnegie Foundation for the Advancement of Teaching, and author of The Empowerment of Teachers: Overcoming the Crisis of Confidence, Teachers College Press, 1988. "A Blueprint for Empowering Teachers." Phi Delta Kappan, March, 1988, pp. 473-477.

"If teachers can be lifted in three key areas, they will be able to flex muscles that have been allowed to atrophy. The areas involve their status, their knowledge, and their access to decision-making." This article describes programs in Seattle and Dade County, Florida, which are reporting progress in "restructuring" teachers' work lives and self-concepts.

V. RICHARDS, Craig E., Research Fellow at the Center For Policy Research in Education, Rutgers University, NJ. "Indicators and Three Types of Educational Monitoring Systems: Implications for Design." Phi Delta Kappan, March, 1988, pp. 495-499.

In field research the author found five problems in states' monitoring schools: too much testing, inappropriate use of data, mistakenly evaluating teachers by students' test scores, high costs, and timeliness. Reformers can avoid these pit-falls by being forewarned by the research findings.

W. STEDMAN, Lawrence and Smith Marshall. "Recent Reform Proposals for American Education." Contemporary Education Review, Fall, 1983, pp. 85-104.

Five years after the publication of this article, reformers are still making mistakes warned against in the authors' critique of first-wave reforms. Specifically, they question the claims of "serious decline" in the schools which the reforms seek to address. Rather, the social of school populations composition has changed significantly, and reforms for the 1950s classrooms they seem to have in mind, will not work. Faulty data in the reform reports of the mid-1980s have gone unchallenged, causing American schools to be unfairly compared to Japanese and European students, and causing American teachers to be maligned unjustly.

X. SYKES, Gary, Michigan State Professor. "Reckoning with the Spectre [of "Professionism"]. "Educational Researcher, August-September, 1987, pp. 19-21.

In an essay of rebuttal, this article defines professionalism, praises the commitment to change among leaders of teacher's unions, and makes recommendations on how teaching may escape the elitism and distancing which occurred in law and medicine as those fields

"professionalized."

Y. TIMAR, Thomas B., Harvard Education Professor, and Kirp, David L. Berkeley Education Professor; authors of Managing Educational Excellence, 1988. "Educational Reform and Institutional Competence." Harvard Educational Review, August, 1987, pp. 308-330.

"Do reforms typically accomplish what was intended--or do they engender bureaucratization?" The authors suggest that there are substantial gaps between the intentions and actual consequences of implemented policies. "Educational reform that considers the goals of individuals or groups at the expense of institutions can never achieve excellence," claim the authors. This scholarly article is richly illustrated with examples from schools in California and Texas.

Z. PIPHO, Chris, Director of the Information Clearinghouse for the Education Commission of the States. "Restructured Schools: Rhetoric on the Rebound?" Phi Delta Kappan, June, 1988, pp. 710-711.

Massachusetts' Carnegie Schools Program is featured in this two-page article which also describes briefly the only other state involved in "restructuring"--Washington. The author notes other much-hailed reforms of the early 1970s which did not last and wonders at the future of current reforms.

AA. SHANKER, Albert, President of the American Federation of Teachers and member of the Carnegie Task Force. "The Making of a Profession." American Educator, Fall, 1985, pp. 10-17, 46-48.

"A second revolution in American public education" will be "authentic professionalism for teachers," predicted the author three years ago. He is the leader of reforms in half-a-dozen cities using the Carnegie framework advocated in this article - basically a rejection of the "rigid 19th century industrial hierarchy" of which he says "schools are the last bastion." He defines "professional" and recommends more choice for students, parents, and teachers; a national teacher board to set standards; a national teacher examination; a new kind of career ladder; and restructuring the delivery of education.

BB. ----------. The Revolution That Is Overdue: Looking Toward the Future of Teaching and Learning. A Report of the AFT Task Force on the Future of Education. AFT Executive Council, (Pat Tornillo, Chair; Adam Urbanski, member) 1986.

Citing the need to replace over half of the nation's teachers within the next ten years and other elements in the current crisis in education, the task force sets forth recommendations for revolutionizing education while coping with the crisis. The professionalization of teaching, school structure and governance, public school choice, and the role of the union are the divisions of this manifesto, chaired by the head of Miami-Dade's teacher union leader and change-agent, Pat Tornillo, with Rochester's Adam Urbanski on the panel.

CC. WILENSKY, Rona. "Rethinking Reform." A draft of a paper from the Education Commission of the States. October 1987.

A pervasive obstacle to school reform is the culture's "mythic, monolithic" vision of the traditional paradigm of schools. According to the author, we must break free of the outmoded image to create possibilities for deep change to meet the demands of our time. She reviews the problems with the current system: inadequate proposals for reform by Ted Sizer's Coalition of Essential Schools, John Goodlad's A Place Called School, and Carnegie Task Force's "Education for the 21st Century Worker; and the demands of a pluralistic society for its post-reform schools. This article heralds the need for a third wave of reform, beyond the scope of any currently underway.

DD. WISE, Arthur E., Director of the RAND Corporation's Center for the Study of the Teaching Profession. "The Two Conflicting Trends in School Reform: Legislated Learning Revisited." Phi Delta Kappan, January, 1988, pp. 328-333.

The conflict between centralized, mandated reforms and decentralized restructuring is laid out in urgent tones in this article, which strongly recommends decentralization. While equity and access can be mandated, the quality of education cannot be; it is within the power of teachers and local administrators--who are being hamstrung by national and state proscriptions for excellence, including blind reliance on standardized tests, which cause the "deterioration" of real education.

EE. ZAKARIYA, Sally. "Compare and Contrast the Proposals of the Pre-emininent Education Reformers." The American School Board Journal, September, 1984, pp. 29-32.

This article is a useful summary of the key ideas of Boyer, Goodland, and Sizer, indicating common emphasis on restructuring schools to decentralize authority and empower individual school sites and teachers.

ANNOTATED BIBLIOGRAPHY

III. QUALITY OF WORKLIFE MODELS FOR SCHOOLS FROM BUSINESS AND INDUSTRY

A. BONNER, James S. "Japanese Quality Circles: Can They Work in Education?" Reprint, unidentified magazine. June 1982, 1 pg.

A one-page article based on the experiences of a Michigan school district in the implementation of quality circles in 1982. Quality Circles require that staff be trained in new ways of problem-solving and team building. QCs should not interfere with collective bargaining. Top management support is essential for QC effectiveness.

B. CHASE, Larry. "Quality Circles in Education." Educational Leadership, February, 1983, pp. 19-26.

A practical, concise, and well illustrated guide on how quality circles work within an educational setting, with many practical examples from different educational settings. The subtitle for this article could be "Everything You Wanted to Know About Quality Circles But Were Too Busy to Ask."

C. HUSE, Edgar F. "Organizational Development in School Systems." Chapter in Organization Development and Change, 1980, pp. 406-422.

In this rather scholarly article, the author says unique characteristics of schools as organizations must be considered when applying business-firm management techniques: high levels of job satisfaction among teachers (not about conditions, but about the essence of working with young people), lack of competition, "vulnerability to the environment," etc. Differences in value structures make public sector bureaucracies more resistant to change than business organizations.

D. KOCH, E.L. "Quality of Working Life (QWL): Some Potential Applications to Education." Urban Education, July, 1982, pp. 181-197.

A clearly written, balanced treatment of how QWL programs function within industry and how such programs can be adopted/adapted by the culture and workplaces of public education. "On the whole, QWL seems compatible with the values of education, and it is the conclusion of this paper that many of the problems of education can be ameliorated by the implementation and adaptation of its approaches."

D. LOUIS, Karen Seashore, S. ROSENBLUM, S. and Molitor J.A. Linking R&D with Schools: Strategies for Knowledge Use and School Improvement. Washington, D.C.: National Institute of Education, 1981.

Highly useful presentation of activities correlated with effective change in schools, such as team-based problem-solving, the role of prinicipals as internal change agents, and others.

E. McDONALD, R. Thomas. "Governance on Trial." Academe. November-December, 1987, pp. 20-24.

A professor of Fairleigh Dickinson University dislikes the use of industrial models of management, such as "quality control," in education, specifically higher education. He worries that students and faculty will suffer from applications of "trendy programs."

F. O'HANLON, James. "Theory Z in School Administration?" Educational Leadership, February, 1983, pp. 16-18.

The main components of Theory Z are explained with indications of how schools can implement it; brief and clear with tables of comparative characteristics between Japanese organizations and American schools.

G. SHANKER, Albert. "Our Professions, Our Schools: The Case for Fundamental Reform." American Educator, Fall, 1986, pp. 10-17, 44-45.

The first four pages review the current crisis and the need for school reform. Pg. 14 describes a new, shared, decision-making approach used in a steel mill, with the rhetorical question, "If blue-collar workers can be trusted to run their own plants and organize their own jobs, why can't teachers be trusted to do exactly the same thing?" Pg. 17 draws parallels between practices in the medical profession and teaching.

H. SOUTH HUNTINGTON (NY) SCHOOLS. "How One School District Is Benefiting from Quality Circles." Reprint. 1986.

According to one guidance counselor, the beginning of quality circles in 1982 in the Huntington station schools has been "the best thing that has happened in the 24 years I've been here. Finally, we are working together. I'm sorry it's almost time for me to retire."

I. TUCKER, Marc S, Executive Director of the Carnegie Forum on Education and the Economy. "Peter Drucker, Knowledge Work, and the Structure of Schools." Educational Leadership, Restructuring edition, February, 1988, pp. 44-46.

Corporate guru, "Peter Drucker's recommendations of two decades ago about economic stability and an educated workforce have direct application to the current discussion of reorganizing schools," according to Tucker. Professional autonomy for teachers and a shift from authority and hierarchy are critical to achieve Drucker's goals for a society based on workers who "think for a living" as opposed to manufacturing objects.

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IV. COLLECTIVE BARGAINING AND TRUST AGREEMENTS

BICKFORD, David. "Carnegie Schools Reform and Its Impact on Labor Relations: A Look at One School Before Implementation." Unpublished paper for Professor Janice McCormick, Harvard Graduate School of Education, May 2, 1988.

The author explores "the genesis of the concept, how it was translated by the Massachusetts State Legislature, and how it was approached by the Rowley Public Schools," as they prepared to apply for the Carnegie grant from the Massachusetts Department of Education in May, 1988. Interviews with "the superintendent, principal and one teacher activist reveal ways they believe the reform will affect the relationship among the teachers, administration, and school committee." He also "provides an analysis of [his] discoveries and makes suggestions for further study."

A. COHEN, Muriel, education reporter. "Poll Finds Boston Teachers Want More Control." Boston Globe, May 26, 1988, pp. 25, 29.

"Virtually all Boston teachers want more control over student assignments, curriculum decisions and the way their schools are run, according to a poll taken by the Boston Teachers Union." Boston Teachers Union President Ed Doherty cites results of agreements between school-boards and school officials in Miami, Rochester, Hammond (Ind.), and Toledo. Cohen outlines current contractual stipulations as examples of the concessions the BTU seeks.

B. JOHNSON, Susan Moore, Harvard Professor and author of Teacher Unions in Schools. "Can Schools Be Reformed at the Bargaining Table?" Teacher College Record, April, 1988, pp. 269-279, with 1-pg. bibliography.

Citing Carnegie and Holmes Group models for reform, the author reviews the phenomenon of teachers charged with "making policy as they rebuild public education." Collective bargaining "provides the only forum where teachers are legally recognized and empowered as there is a policymakers." Therefore, there is a need to acknowledge that "the effects of collective bargaining have been more salutary than harmful." She reports on recent developments in union negotiations within reform programs and acknowledges the limitations of the bargaining process, as well as "the case for locally derived solutions to local challenges."

C. KERCHNER, Charles, Clarement Graduate School of Education Professor. "Teacher Professionalism Through Labor Relations." Policy Briefs of the Far West Laboratory for Educational Research, Winter, 1986, No. 3.

The author reviews the history of teacher unions and emphasizes the necessity for NEA and AFT to lead the movement away from industrial models to new practices.

D. KERCHNER, Charles T. and MITCHELL, Douglas. "Teaching Reform and Union Reform." The Elementary School Journal, March, 1986, pp. 448-470, with 1-pg. bibliography.

A detailed, in-depth study of the develpment of teacher unions, this article focuses on "how reforms in teaching should be related to reforms in collective bargaining." The authors recommend that labor and management use trust agreements to identify, discuss, and agree upon needed reforms. Teacher unions must move from the industrial model to the model of a professional union. Alternative and more collaborative ways are suggested.

E. MITCHELL, Douglas, Director of Far West Laboratory for Educational Research and Development. "Policy Trust Agreements: A Better Approach to School Labor Relations." Thrust, September, 1986, pp. 8-12.

As teacher unions also restructure, this very informative article presents the effective, alternative ways in which unions and management can engage in a more positive, "win/win" approach to reforming education. Unions and management jointly develop and implement trust agreements outside the legal constraints of the collective bargaining process. This article describes and compares trust agreements and collective bargaining and presents steps for designing a trust agreement.

F. ----------. "Policy Trust Agreements: A New Approach to Collective Bargaining." Policy Briefs of the Far West Laboratory, San Francisco, Calif. Winter, 1986, No. 3.

This very informative article presents the effective, alternative ways in which unions and management can engage in a more positive, "win/win" approach to reforming education as teacher unions also restructure. Unions and management jointly develop and implement trust agreements outside the legal constraints of the collective bargaining process. This article describes and compares trust agreements and collective bargaining and presents steps for designing a trust agreement.

G. SHANKER, Albert, AFT President. "Collegiality Key to School Reform." New York Times, "Where We Stand" weekly column, May 3, 1987, p. E7.

Shanker calls for school board and teacher union cooperation in for restructuring education, and censures the National School Boards Association for lambasting collective bargaining in a recent newsletter. If it is a detrimental a practice as NSBA claims, he invites them to "show that the schools in states like Texas, Arkansas, and Georgia--where there is no collective bargaining--are superior to those in California, Florida, or New York, where teachers' unions presumably stand in the way of excellence?" He concludes by warning that if school boards and unions do not move quickly toward radical improvements, the public education system of America will be lost to privatization.

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V. TEACHERS AND PROFESSIONALIZATION

A. CURWOOD, Steve. "Teachers Key to Revitalizing Education System, Speaker Says." Boston Globe, April 26, 1987, p. 41.

New York Times education columnist Fred Hechinger, a member of the Carnegie Panel on Teaching as a Profession, spoke in Boston at a national conference on teacher creativity. "The teacher is key to education reform. If teachers don't believe in it, it won't work. They need more control over curriculum," he said. The article mentions briefly his recommendations for the professionalization of teachers.

B. DARLING-HAMMOND, Linda, RAND Corporation researcher. "Valuing Teachers: The Making of a Profession." Teachers College Record, Winter, 1985, pp. 205-218, with 2-pg. bibliography.

Offering evidence that teachers have not been listened to and therefore not valued, this pre-eminent researcher notes that such treatment must be changed if the upcoming teacher shortage is to be prevented. Professionals do choose occupations in which they are allowed no freedom to control the conditions of their work, yet are blamed for poor results. She cites examples of the non-professional structures under which teachers currently labor, such as intricate behavioral and performance objectives used to monitor student learning in unrealistic assessments. She points out that "unquestioned use of public schools is warning," that privatization looms--a warning that the alternative to change may be loss of the institution.

C. FRYMIER, Jack. "Bureaucucracy and the Neutering of Teachers." Phi Delta Kappan, September, 1987, pp. 9-14.

"Getting the best and the brightest people into the teaching profession is not enough. We must stop undercutting teachers by creating conditions of work that blunt their enthusiasm and stifle their creativity. Empowering teachers is the key," according to the author. Citing a study of urban teachers, he states that "the bureaucratic structure of the workplace is more influential in determining what professionals do than are personal abilities, professional training, or previous experience. Therefore, change should focus on the structure of the workplace, not on the teachers."

D. FUTRELL, Mary Hatwood, NEA President. An address delivered at the 1986 national meeting of American Educational Research Association. "Restructuring Teaching: A Call for Research." Educational Researcher, December, 1986, pp. 5-8.

Noting that "professions depend critically on technical knowledge," Futrell calls for collaboration and mutual support between teachers and educational researchers to produce research "on learning and instruction, on the social organization and functioning of schools, and on instruments for monitoring and measuring the process of education." The federal government allots 61% of its research and development budget to the military, 6.6% to NASA, but only 0.2% to education--a "disgracefully low allocation," she says. (Xerox CEO David Kearns makes the same point in his 1988 book, Winning the Brain Race.)

E. LANDSMANN, Leanna, editor-in-chief of Instructor magazine. "Ten Resolutions for Teachers." Phi Delta Kappan, January, 1988, pp. 373-374.

Pointers for empowering themselves are offered to teachers seeking change, beginning with "Don't give up your birthright," by allowing counter-productive bureaucratic rules to wreak havoc on learning conditions in the classroom.

F. LITTLE, Judith Warren, Researcher for the Center for Action Research at Boulder, Colorado, and the Far West Laboratory at San Francisco. "Assessing the Prospects for Teacher Leadership." Paper presented at 1987 national conference of American Educational Research Association, and to be published in Building the Professional Culture of Schools, Ann Lieberman, editor. 31 pgs., with 3-pg. bibliography.

"It is increasingly implausible that we could improve the performance of schools, attract and retain talented teachers, or make sensible demands upon administrators, without promoting leadership in teaching by teachers." The author addresses this challenge by analyzing three facets--the conditions of membership in the occupation, the structure of the teaching career, and conditions of productivity in schools. A thorough, insightful article on the culture of teaching and the obstacles to be overcome in establishing teacher leadership in restructuring schools.

G. MAEROFF, Gene I., Senior Fellow at the Carnegie Foundation for the Advancement of Teaching, and author of a forthcoming book: The Empowerment of Teachers: Overcoming the Crisis of Confidence. "The Empowerment of Teachers." Commentary in Education Week, March 23, 1988, pp. 25, 32.

"Reform proposals that ignore the central role of teachers are doomed to failure," is the thesis of this article. Upgrading teaching must include money and upgrading teacher morale in four ways: providing them with professional amenities such as removal of check-in systems and timeclocks; halting the "infantilization" of teachers in their relationships with principals; ending their isolation, which prevents their sharing ideas; providing settings other than "drab classrooms" for teacher enrichment meetings. Inservice instruction and college course work only if certain conditions are present, including content determined by the interests and needs of the participants and collegial team approaches.

H. RICHARDSON-KOEHLER, Virginia, and FENSTERMACHER, Gary, Dean of the Education College at the University of Arizona. "Graduate Programs of Teacher Education and the Professionalization of Teaching." Paper presented at 1987 Rutgers Symposium on Education, to be published in Beyond the Debate: Research Perspectives on Graduate Teacher Presparation, November, 1987.

This article "raises doubts that the laudable goals set forth in [Carnegie, Holmes Group, and other] reports would be realized by the form of professionalization" they propose. Noting Carnegie's chief motivation as economic and political, while the Holmes Group's is academic from deans of education, the authors criticize specific elements of both groups' recommendations. Lead teachers, for example, smack of the very elitism and anti-democratic hierarchy that restructuring seeks to cure, they say. Modeling teaching after the professions of medicine and the law, as Carnegie proposes, will hurt, not help, if it recreates the distance from the client and fragmented specialization present in those professions. In conclusion, they call for more careful reliance on solid educational research than is evident in the reports.

I. ROSENHOLTZ, Susan, Vanderbilt University Professor. "Political Myths About Reforming the Teaching Profession." A working paper prepared for the Education Commission on the States. July, 1984.

Ten myths are analyzed with numerous research references and specific examples of practice among teachers. In this practical, direct article, the author dismantles concepts used for teacher-bashing by politicians and businessmen, to explain causes for the real conditions of teaching. She states that more pay for teachers will not necessarily improve productivity because the underlying assumption is that teachers are not working hard already; that career ladders will motivate teachers, although they

violate several aspects of the culture of teaching; that standardized test scores are a measure of teacher effectiveness, and so on. Every school board and legislature in America involved in reform could benefit from this analysis.

J. WISE, Arthur, RAND Corporation Director of the Center for the Study of the Teaching Profession. "Three Scenarios for the Future of Teaching." Phi Delta Kappan, May, 1986, pp. 649-652.

The author declares a turning point, caused by increased public pressure for high quality teachers and a looming shortage. The "business-as-usual" scenario will likely drive parents to abandon the public schools, he writes. His two-tiered scenario foresees transient teachers doing a few years' service by mandatory conscription, voluntary service, or indentured service for college loan repayment. His professional scenario calls for highly qualified, well-paid teachers who pass rigorous entry qualifications and who move up a differentiated career ladder.

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### VI. PRINCIPALS, SUPERINTENDENTS, AND SCHOOL BOARDS: SCHOOL RESTRUCTURING

A. BARTH, Roland S., Director of Principals' Center, Harvard Graduate School of Education. "Principals, Teachers, and School Leadership." Phi Delta Kappan, May, 1988, pp. 639-642.

"Touting teachers as leaders is not a comfortable stand. Yet teachers harbor extraordinary leadership capabilities, and their leadership is a major untapped resource for improving U.S. schools," the author notes. He discusses steps for principals to take toward shared leadership including "sharing responsibility for failure," "relinquishing control," and "admitting ignorance," as well as six other steps.

B. DANZBERGER, Jacqueline, et al. "School Boards: The Forgotten Players on the Education Team." Phi Delta Kappan, September, 1987, pp. 53-59.

This article is an informative and well-written summary of a study from the Institute for Educational Leadership, School Boards: Strengthening Grassroots Leadership. It deals with federal, state, and local pressures and politics surrounding reform and normal school functioning. Many board members are not prepared for the complex demands of board work, the author says, and he makes suggestions for improvement.

C. ENGLUND, Will. "Superintendents View Different Kind of School." Baltimore Sun, October, 20, 1987.

Coalition of Essential Schools participants discuss how to deal with the essential players: school board members and superintendents. "You've got to pay attention to the political community," Coalition founder Dr. Ted Sizer says. School committees will support school reform programs which increase student graduation rates, lower dropout rates, increase student attendance, and/or increase the number of students who complete college or get jobs that are better than entry level.

D. GLATTHORN, Allan and NEWBERG, Norman, Professors at the University of Pennsylvania. "A Team Approach to Instructional Leadership." Educational Leadership, February, 1984, pp. 60-63.

This article is based upon research in schools with principals. The authors detail a four-step approach to building an effective educational team, which "focuses on functions, not roles" to use the talents of staff members.

E. LAMBERT, Linda, California State University Professor. "Staff Development Redesigned." Phi Delta Kappan, May, 1988, pp. 665-668.

Advice to administrators on teacher empowerment includes an overview of the movement and specific insights, such as the need for "formal assistance from the school administration," and why teachers resist efforts at restructuring due to the lack of time and energy for additional commitments. She suggests "hiring a staff of secretaries for teachers," and other radical changes.

F. LIEBERMAN, Ann, University of Washington Professor and editor of Building a Professional Culture in Schools, to be published in 1988 by Teachers College Press. "Teachers and Principals: Turf, Tension, and New Tasks." Phi Delta Kappan, May, 1988, pp. 648-653, with 1-pg. bibliography.

By considering and changing traditional teacher/principal relationships, school can build a more professional culture, according to the author. This article provides a clear and realistic view of the roles of teachers and principals and how both must change to improve schools.

G. LIEBERMAN, Ann, - "Expanding the Educational Team", Educational Leadership, February, 1988.

This article discusses several issues related to reshaping the role of teachers to give them greater autonomy, responsibility and status. Lieberman recommends organizing to create an open, collaborative mode of work to replace teacher isolation, and negotiating to establish an environment in which principals, teachers and students take collective responsibility.

H. McGONAGILL, Grady. "Board/Staff Partnership: The Key to the Effectiveness of State and Local Boards." Phi Delta Kappan, September, 1987, pp. 65-68.

This article addresses the important linkage between board knowledge and approval of Carnegie processes, especially when implementation is underway and schools request different measures.

I. MORRIS, Van Cleve, et al., former Dean of the Education College, University of Chicago. "The Urban Principal: Middle Manager in the Educational Bureaucracy." Phi Delta Kappan, n.d. (reprint) pp. 689-692.

Carnegie School changes will take place within the context of an operating school. "Thus the challenge for both the busy principal and for those who seek to provide the aspiring principal with worthwhile training is how to develop managerial control and direction amid a daily context of ambiguity and uncertainty." This article describes the realities of the principal's roles and duties.

J. MURPHY, Jerome T., Associate Dean of Harvard Graduate School of Education. "The Unheroic Side of Leadership: Notes from the Swamp." Phi Delta Kappan, May, 1988, pp. 654-659.

In this witty, revealing examination of the "everyday reality of the swamp," the author outlines six dimensions of leadership with their attendant pitfalls. "Coping with weakness" and "letting go" are examples of the categories of practical advice, which are laced with humor and candor. Since "policies are less often installed than negotiated to maturation over time," he recommends that leaders acknowledge that "true policy makers can be found both at the top and the bottom of the system," in reform movements as well as other situations.

K. OLSON, Lynn. "In Santa Fe Experiment, Teachers Find and Select Their Principal." Education Week, May, 18, 1988.

"After searching the Eric Clearinghouse for information on how to select an effective principal, the teachers and parents formed five committees, each of which wrote at least 10 questions based on the research." This article describes how Edward A. Ortiz, Santa Fe's Superintendent, has encouraged school-based control by allowing teachers and parents to hire their own principal.

L. PARKS, David J., Virginia Polytechnic Institute Professor. "Leadership in Times of Austerity." Educational Leadership, February, 1983, pp. 11-13.

This article cites five leadership principles to increase the performance of people in times of financial and psychological shortcomings in the profession. Principle 4 (relate work tasks to achievement of work goals) calls for "participative management and quality control committees."

M. SIROTNIK, Kenneth A., Deputy Superintendent of Bellevue (Wash.) Public Schools. "School-Centered Decision Making and Renewal." Phi Delta Kappan, May 1988, pp. 660-664.

Rejecting the notion that school practitioners must have knowledge handed to them by outside experts, this central administrator proposes that schools also be viewed as centers that create change instead of mere targets of change. Teachers and administrators must be released for significant periods of time from instructional and routine duties to engage in critical inquiry about the conditions of schools which are "antithetical" to their development.

N. SCHLECHTLY, Phillip C. Executive Director, JCPS/Gheens Professional Development Academy, "Schools for the 21st Century: The Conditions for Invention."

Schlechtly describes the linkage between district level concerns and the efforts to restructure schools at the building level. The corporate model is used to describe new roles and responsibilities for students, teachers, principals, superintendents and school board members. School improvement is discussed as a long-term developmental process rather than a short-term result.